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ABSTRACT

The evaluation system used by the District of Columbia Public Schools is explained. Information is organized to assess four categories: students; instructional personnel; classroom characteristics; and reading programs. The system is used to provide basic profiles and comparative information for four areas of planning: (1) needs assessment; (2) feasible remedies; (3) areas for improvement; and (4) methods of improvement. Data are collected, using the basic instruments: Classroom/Student Background Form (SBF), a two-part machine readable form; Prescriptive Reading Test (PRT), a locally constructed criterion-referenced test for grades 1 through 6; and the Reading Program Form (RP), a two-part machine readable form. Student data are comprised of test scores, sex, age, absences, time enrolled in class, interest in reading, need for extra help, independent reading, class, and identification number. Teacher data are comprised of absences, choice of class reading materials, coordination of reading program with other school personnel, and association with particular classes. Reading programs are described in terms of materials, grade levels, and emphasis on various reading materials. Data are collected on the classroom as a whole; some measures are also computed from data based on individuals. (MH)

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

◁ THE EVALUATION SYSTEM ▷

A USER'S GUIDE

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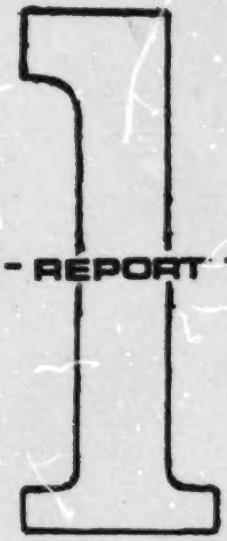

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SUPERINTENDENT OF SCHOOLS
JUNE 1979

A USER'S GUIDE TO THE EVALUATION SYSTEM

EVALUATION SYSTEM MINI-REPORT 79-1

Evaluation System
Division of Research and Evaluation
Office of Educational Accountability
Public Schools of the District of Columbia

June 1979

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

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Section 1: INTRODUCTION

A good general rule that applies to many situations is that the greater the amount of accurate information one has available, the better one can do the job. Basically, this statement defines the purpose of the Evaluation System: to provide for teachers and administrators a substantial amount of detailed, specific, accurate information. To elaborate a little further, the intent is to provide information which will help school system personnel to correct problems in the teaching-learning process and also to enhance that process in the District of Columbia Public Schools. The system can fulfill this purpose by providing information to and answering important questions raised by teachers and administrators.

This manual is to help teachers, administrators, and others to use the Evaluation System for maximum effectiveness. Its objectives are to:

1. Introduce the reader to the Evaluation System
2. Demonstrate some applications of the system to evaluating and planning
3. Explain the research procedures and provide a listing of major variables and concepts used by the Evaluation System

The Evaluation System gathers, scores, combines, analyzes, interprets, and disseminates performance information about students, programs, instructional personnel and classes. Its essential tools are forms, computers, and reports. Its intended audiences and users are teachers, resource specialists, administrators, parents, and other groups in need of information about performance characteristics of the school.

The Evaluation System staff is fully aware that one of its urgent needs is to be able to provide information in a timely fashion. It is working toward meeting that need. The use of optical scan forms, (machine-readable forms) is a major step in that direction.

The Evaluation System staff is also fully aware of another equally important need: The need for a two-way communication process with the people it hopes to serve. The Evaluation System cannot answer all questions, and it will never be able to answer some questions. It can become more and more responsive to questions of importance to teachers, administrators, specialists, and others engaged in the improvement of education for students. This manual, which attempts to explain the system and to show how you can use it, is a step in that direction.

Section 2: INTRODUCTION TO THE SYSTEM

The information currently available in the System is organized according to four major categories--a fifth category has been projected:

- Students
- Instructional Personnel*
- Classroom Characteristics
- Reading Programs
- Special Programs/Projects (projected)

Within each of these categories there is a set of variables. The categories and illustrative variables are shown in the accompanying chart.

Each of the variables is defined in the Appendix which contains a listing of terms. The Appendix will provide you with a brief definition of each of the variables so that you may become familiar with the vocabulary and the content of the System.

* Includes teachers, classroom aides, special teachers

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

EVALUATION SYSTEM

INTRODUCTION TO THE SYSTEM

The Evaluation System is designed to answer questions based on any of the data contained in the system at a given point in time.

The Evaluation System contains data about:

- Students
- Instructional Personnel
- Classroom Characteristics
- Reading Programs
- Special Projects

CATEGORIES

Students	Instructional Personnel	Classroom Characteristics	Reading Programs	Special Projects
. Name last first middle . Identification Number . Sex . Age in Months . Student Grade . Start Day . End Day . Absences . Entry Type . Exit Type . Total Time a member of class . Absence Rate . Differences between the student and class absence rate . Student's Reading Program (Emphases, Approaches, Materials, Levels) . Whether student needed and received extra help in reading, how much and from whom . Student's apparent interest in Reading . Student's Fall and Spring Reading (PRT) results	. Identification Number . Teacher absence rate . Number of different teachers in class . Teacher Turnover Rate . Number of Teacher Aides in Class . Number of Aide Hours per Week . Availability of Reading Resource Teacher . Availability of Math Resource Teacher	. Identification Number . Student Class Absence Rate . Class Proportion Male, Female . Type of Classroom . Type of Teaching Situation . Class Size . Proportion of English as a Second Language (ESL) Students . Proportion Free Lunch Students . Proportion of Reading Referrals . Proportion of Math Referrals . Proportion of Referrals for other educational reasons . Proportion of Referrals for behavioral reasons . Proportion of Referrals for physical reasons . Proportion of TMH Referrals . Proportion of Referrals for sight conservation . Proportion of Referrals for other reasons	. Reading Diversity Index . Class Average . Representativeness of Reading Program . Proportion needing extra help . Proportion of students helped . Average amount of reading . Average interest in Reading . Reading Test Results by Items, Objectives, Total Scores and Sub-Score Test Scores	. School Number . Classroom Number . Student Number . Project Type . Start Date . End Date . Days per Week . Minutes per Student . Funding Source

VARIABLES

Note that the categories and variables are interactive so that questions can be answered about any of the variables singly or in combination

The information can be reported about:

- an individual student
- a group of students
- individual instructional personnel
- groups of instructional personnel
- individual classrooms
- groups of classrooms
- an individual reading program
- a group of reading programs
- a special project
- a group of special projects

any of these can be combined at a grade level by school, region, or on a systemwide basis.

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FY 1977

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Section 3: PERSPECTIVES FOR THE USER

A. Evaluation and Planning

The ultimate aim of educational evaluation is to improve the education of students. The primary process through which evaluation acts to do that is planning.

Planning is a complex process that involves setting goals, establishing objectives, identifying needs and priorities, selecting remedies, setting schedules, determining how to carry out remedies, and so on. Evaluation can contribute information to any of these steps. At the risk of oversimplification, it may be said that the Evaluation System can provide information needed for four critical planning questions:

Is there a problem or deficiency?

What is a feasible remedy to try?

Can an already good teaching situation be enhanced?

What approaches to enhancement might be tried?

Assessing Needs. With regard to needs, the Evaluation System can provide information about differences:

- differences between standards or expectations and what the actual situation is;
- differences between the situation in general (achievement at a level systemwide, for example) and a particular situation (achievement in a particular class or school or region at that grade level); and
- differences between objectives and outcomes.

The Evaluation System can provide information about differences in a framework that can help determine how much of a difference occurred. (Is it a difference that makes a difference?) It can therefore provide information that is needed to set priorities.

Feasible Remedies. With regard to remedies, the Evaluation System can provide information about relationships (relationships of various factors to performance or to each other). Information about actual or possible relationships is needed in identifying alternative remedies and selecting those that seem to have the most promise in a particular setting.

Areas for Enhancement. We need not think only of instances where there are deficiences or poor performances. In other cases, a particular classroom or school may be functioning at or above the average level for the school system. This does not mean, however, that nothing further can be done to enhance the educational process in that classroom or school. Rather, such a classroom provides an ideal opportunity for building toward an optimal educational experience for students.

Approaches to Enhancement. The Evaluation System can potentially provide information to help the teacher of an already well-functioning classroom to even further enhance and perhaps optimize the educational process.

Types of Information Available

Two basic types of information are available from the Evaluation System:

1) Basic Profiles

The System can provide certain basic profiling information at either the classroom or school level. That is, for a specific classroom or school, the System can indicate teacher and student absence rates, average reading program scores, percentages

of male and female students, numbers of student referrals, and the like. This is useful information for general planning purposes.

2) Comparative Information

The System has detailed information on many classrooms across many schools. This permits us to make comparisons, where desired, between any one school or classroom and others in the school system. Any given class or school can be compared with:

a. The "ideal or best classroom"

b. The average classroom

c. All other classrooms at that grade level in that school

d. All other classrooms at that grade level in the school system

Such comparisons can be made on nearly any of the variables available in the System.

B. Illustrative Questions

Below are a number of questions for which the Evaluation System provides or will provide information. The questions are grouped according to their major planning implications (assessing needs; selecting remedies). Not all questions, of course, will be of equal interest to all users. Different users have different information needs and interests according to their roles and situations. The questions listed are illustrative only and focus on two subject areas--students and reading programs. They are by no means the only questions that could or should be asked, nor are they the only questions about which the Evaluation System can provide information.

Illustrative Questions Related to Assessing Deficiency or Enhancement Needs

1. Students

   a. Is student absence rate in a particular class or school unusually high or low?

      . Evaluation System provides selected percentile points of absence rates for classes and schools, by grade level.

   b. Are referral rates for various reasons unusually high or low in a particular class or school?

      . Evaluation System provides selected percentile points of referral rates for classes and schools, by grade level.

   c. Does a particular school have an unusually high or low rate of students transferring in or out during the year?

      . Evaluation System provides school and system-wide percentages, by grade level, as well as selected percentile points of student turnover rates for classes and schools.

2. Reading Programs

   a. Is the interest of students in reading lower or higher in some schools or classes than others?

      . Evaluation System provides school and system-wide data about degree of students' interest in reading, by grade level reported in percentages.

   b. Do students in some schools or classes need extra help in reading more than students in other schools?

      . Evaluation System provides school and system-wide percentages of reported need for extra help at each grade level.

   c. Is the progress of students in mastering particular reading objectives different in some schools than others?

      . Evaluation System can provide percentages of gains from fall to spring for each reading objective for each class and school, by grade and test level.

d. Is the reading program planned for a class consistent with the experience and interests of the students during the prior year?

- Evaluation System provides reading program and interest profiles for each student in a class at the beginning of the year.

Illustrative Questions Related to Selecting Approaches to Remediation or Enhancement

1. Students

a. Does type of teaching situation (e.g., team teaching, open space, etc.) seem to affect student absence rate?

b. Does an increased amount of extra help in reading seem to improve attendance? Interest in reading?

c. Does referral rate for particular reasons seem to affect attendance? Interest in reading?

2. Reading Programs

a. Do some reading programs seem to improve student achievement more than others? for what students? under what conditions?

b. Does a wide variety of reading programs in a class seem to affect student achievement more than a limited variety? for what students? under what conditions?

c. How do reading programs differ from class to class? school to school?

d. What are the main reasons for using particular programs?

e. Does having a single reading program that continues from one grade level to the next seem to affect achievement differently from having a variety of programs from grade level to grade level? for what students?

Some Results and Their Possible Applications

Based on analyses of data for prior years, we have some evidence that certain factors do affect reading performance in at least some classrooms. Among the factors shown statistically to have effects are:

- Pretest
- Grade level

- Class average amount of outside reading
- Class average interest in reading
- Level of reading materials used

In addition, evidence shows that some reading programs are more effective than others and that the relative effectiveness of different programs varies with grade level.

While these general results are important, the findings will be most useful when individual schools receive feedback concerning the variables and reading programs as they relate to that school and its classrooms.

C. Summary

In summary, the basic aim of the Evaluation System is to provide statistically evaluated feedback aimed at enhancing the learning process in the District of Columbia Public Schools. To this end, the System can provide selected information concerning:

profiles of individual classrooms;

profiles of individual schools;

profiles of individual regions;

profiles of instructional levels;

factors which relate to reading performance in individual schools and classrooms; and

changes which might profitably be made in the effort to enhance the learning process.

Section 4: THE SYSTEM AT WORK

The feedback of information from the Evaluation System which has been described is displayed in various reports that have been prepared and issued. Samples of these reports are included in this section. A description of the potential uses of each report is given.

1. The Evaluation System: Description, History and Status Report - prepared and updated annually, this report covers the following topics:

PART I Evaluation Philosophy

PART II Evaluation System - Essential Features

PART III The History of the Evaluation System-Pilot Phase (1970-71)

PART IV The Reestablishment of the Evaluation System-School Year 1974-75

PART V The Evaluation System-School Years 1975-76 to the Present

2. Student's Reading Profile: Prepared and disseminated to teachers annually in August/September

This report can serve as a planning tool for teachers in designing reading programs for the new academic year. For example:

- teachers can obtain information about students new to their class. Teachers will have a profile of their class detailing the range of prior reading levels and interests.
- teachers new to a school can familiarize themselves with materials used, help needed and provided to students, and students' interest in reading.

This report is an example of the System's capability to respond to an inquiry about an individual student's reading program. It provides a profile of information about the program for the prior academic year as reported by the student's teacher. The profile lists the materials and grade level which the student has been using as well as information about the student's interest in reading and any extra help provided during the school year.

3. Summary of Reading Program Questionnaire Results: DRE/2-ES/76-prepared and disseminated in March 1976

These tables can be used as a source of information in planning changes in reading programs, availability of extra help for students in reading, and bases for selecting reading programs.

The summaries are examples of information gathered on a student-by-student basis and presented as percentages of conditions, grade-by-grade, for each school and systemwide. Comparisons of the standing of a school with the system value can help suggest possible areas of change.

4. Teacher Absence and Turnover Rate: DRE/3-ES/76 - prepared and disseminated in April 1976

As a planning device, this report can help to identify teacher turnover and absence rates as symptomatic of potential programmatic and/or personnel problems. Further inquiry and clarification can be obtained through staff workshops and planning sessions as well as requesting additional data from the Evaluation System.

This report is an example of information derived from classroom data and reported by grade level on a school and systemwide basis.

The data are reported as percentages. Selected percentiles allow users to compare individual classes with all classes at a specific grade level in their school. (This can be deduced by inspection of the report but is not reported directly.) Comparisons can also be made between a class or group of classes at a given grade level in a specific school with all classes at this grade level in the System.

5. Student Data Feedback: DRE/4-ES/76 - prepared and disseminated in May 1976

The data in this report will help users to identify trends in student turnover and absence rate by class, grade, and school in order to determine personnel assignments, program priorities, etc. The use of comparable data on a year-by-year basis will provide assistance in determining trends and evaluating the results of policy and action. In addition, users may wish to link this report with other reports and/or data in the System in order to examine prospective relationships between variables.

6. Classroom Data Feedback: DRE/5-ES/76 - prepared and disseminated in June 1976

The material contained in this report can be used as a planning tool by administrators and instructional personnel who wish to compare their school and/or class rates with schools and classes in the System in order to develop action plans based on their understanding of reasons for particular conditions. They may choose to pose new inquiries to the Evaluation System about the relationship between variables as a part of their planning process (e.g., What is the relationship between percentage of ESL students and the number and percentage of referrals at a grade level for a school? What is the relationship between percentage of free lunch applications and the number and percentage of referrals across schools at a grade level? etc).

This report is an example of information collected about students in each class and reported at class, grade, and school levels. The data reported provide the opportunity to compare data for all classes in a given school; for all classes in the System at each grade level, and for all schools in the System which have that grade level. This report contains information about:

Class Composition	Student Referrals
. Number and Percent of Individual Free Lunch Students	. Number and Percent of Individual Referrals for Reading, Mathematics, Behavioral, Physical, and Other Reasons
. Number and Percent of Individual Reduced Cost Lunch Applications Approved	. Number and Percent of All Referrals for Reading Mathematics, Behavioral, Physical, and Other Reasons
. Total Class Membership December/January-May	
. Number and Percent of English as a Second Language (ESL) Students	

7. Evaluation of Outcomes: An Evaluation System Report on Reading Programs and Reading Achievement: Part I - A Summary, and Part II - A Technical Report - prepared annually

Each of these reports describes the findings resulting from analyzing Prescriptive Reading Test (PRT) data. They summarize the percentages of objectives mastered in the fall and spring for each grade level. They report some variables, associated with higher and lower achievement and with interest, in reading. They present in summary form, findings from evaluations of selected types of reading programs at each grade level (1-6). Each Summary Report has an associated Part II - A Technical Report.

The report on the 1977-78 data will be available by the end of June 1979, and similar reports for each year will thereafter be issued in the fall following the school year.

8. Mini-Series Reports: Special studies prepared periodically and numbered by year, i.e., 79-1, 79-2, 79-3, etc.

The Evaluation System will publish and distribute, from time to time, brief non-technical reports of results of particular studies done of the data collected. A mini-report will typically describe the results of a specific inquiry or analysis. Such studies are done as support for, or as an off-shoot of, the main evaluations conducted each year. The mini-report series is intended to keep a broad audience informed about particular findings of general interest as they become available.

APPENDIX

Major Variables and Research Procedures

The present report is based on data drawn from the standardized data banks of the Evaluation System. Following is a description of procedures used in collecting the data and of the variables available in the data bank.

A. The Data Collection and the Data

1. Collection Procedures

The data in this report were collected using three basic instruments.

a. The Classroom/Student Background Form (SBF) is a two-part machine-readable form designed especially for the Evaluation System by the Division of Research and Evaluation (DRE). One part of the form is for the collection of background data on the classroom and the other part is for the collection of background data on the students in the class. This form is completed by staff from DRE in the fall and spring of the school year.

b. The Prescriptive Reading Test (PRT), the school system's own criterion-referenced reading test, is administered in the fall and spring of each year. The test is constructed by levels ranging from A through F and G which cover the reading grade level objectives for grades 1-6. Students are administered test levels according to their instructional level. Fall and spring test results were matched for each student by DRE.

c. The Reading Program Form (RP) is a two-part machine-readable form designed by DRL and completed by teachers during the month of May of each year. One part of the form is for the collection of classroom reading data and the other part is for the collection of individual student reading program data.

Data were collected from the 34 elementary schools participating in the Evaluation System. The official October 1976 total membership in these schools for grades 1-6 was 15,382 students.

2. Test Data

The test data are percentages of reading objectives mastered in the fall (pretest) and in the spring (posttest) on the Prescriptive Reading Test (PRT), Levels A through E and G. Only the scores for students who had both pre- and post-scores for the same level of test were used. Since many teachers administered different levels of the PRT to different students in their classes (as they should have), test raw scores were converted to percentages in order to arrive at a class average, or in order to make the range and units of test scores reasonably comparable for different students in the same reading program. The "raw score" for a test was the number of objectives mastered according to PRT criteria. The percentage computed was the number of objectives mastered divided by the total number of objectives in the test for the level administered. The number of objectives varied from 21 for Level A to 45 for Level B. Subsequent reports will examine subtest scores, computed in similar fashion.

3. Student Characteristics

Data, other than test scores, which pertain to individual students include sex, age, absences, total time enrolled in a class, student interest in reading, need for extra help in reading, how often student reads on own and student's class and ID number.

4. Teacher Characteristics

Characteristics of teachers include absences, reasons for using particular reading materials, freedom to choose own reading skills objectives to be taught, extent to which teachers coordinated instructional reading program with other school personnel and length of time, and period of time during the year the teacher was associated with a particular class.

5. Reading Programs

A description of each student's reading program in terms of materials, grade levels of materials, and relative emphasis given to each material was obtained from the reading form described in Item 1.c. While the reading program is a characteristic of each student, it is listed separately here as a reminder that a focus of the Evaluation System is programs. The programs, of course, may differ even for students within the same classroom.

6. Classroom Characteristics

Division of Research and Evaluation staff collected data pertaining to the classroom as a whole, not specifically to individual students (e.g., number of students eligible for free lunch program, number of students referred for various reasons, type of teaching situation, presence of an aide, availability of reading or mathematics

specialists, and the like). In addition, a number of measures pertaining to the classroom as an aggregate were computed from data based on individuals (e.g., student absence rate, student turnover rate, class average percentage of objectives mastered, class average interest in reading, and class average need for extra help in reading).

B. Limitations

It is important that the reader understand the limitations on the generalizability of the results and conclusions reported here. First, there were large losses for some variables due to missing data. For example, on test data given to the Division of Research and Evaluation the pretest or posttest (or both) data were missing from the records of about 31% of the 15,382 students. Second, for purposes of this report, only test data for students who were administered the same level of test, pre- and post, were used. That automatically excluded all students who were administered a higher or lower level test in the fall, (pretest) than in the spring, (posttest), although those students will be included in subsequent analyses. Third, there were losses of data for particular variables owing to the procedures used for computer tape files. Fourth, there were losses of data for particular variables owing to the failure of some forms to be filled out accurately or completely, but also owing to errors in optical scan processing of data from forms. The limitations described are mainly the consequences of continued limitations of resources, processing and the like, not of design limitations of the Evaluation System.

In a data gathering program of this scope, it was infeasible to evaluate the consistency of ratings of students made by teachers. That is, it was not feasible to do a form of test-retest. By the same token, it was not feasible to observe reading programs in the classrooms. All such reading data are based on the subjective reports of teachers.

Finally, as will be noted, it is important to temper certain conclusions based on analysis of the 1975-76 and 1976-77 data until cross-validation can be made with data from 1977-78. The 1977-78 data analyses will be provided in the third report of this series by June 1979.

C. Definitions of Sets of Variables

Classroom Characteristics - Include grade, room number, number of free lunch pupils, class size, and percent of male and female.

Learning Barriers - Those conditions which may confront a student and hinder the learning process, i.e., poor attendance, lack of proper nutrition, economic conditions, and medical/physical health.

Posttest Scores - The percentage of reading objectives mastered in the spring based on the total number of objectives possible at the test level administered.

PMT - Prescriptive Mathematics Test

Pretest Scores - The percentage of reading objectives mastered in the fall based on the total number of objectives possible at the test level administered.

PRT - Prescriptive Reading Test

Reading Behaviors - Those behaviors a student exhibits toward reading, i.e., amount of interest in reading and the degree to which student reads on his own.

Teacher Characteristics - Those descriptors of the teacher such as the day the teacher started with the class, the last day with the class, and teacher turnover rate.

D. Definitions of Specific Variables

1. Pretest % Objectives Mastered

This is the average of the class percentages of objectives mastered on the Prescriptive Reading Test (Fall Semester). The number of objectives mastered at a given test level was converted to the percentage of total objectives possible for that level. This was done for each student with matched pre-post test data for the same test level. The percentages for all matched levels in a given class were combined to give a weighted average for the class. A class is a homeroom class, since that is how students are grouped for testing.

2. Posttest % Objectives Mastered

Defined same as Pretest % Objectives Mastered, except pertains to posttest (Spring Semester). This is one of two main outcome measures used in the studies reported here.

3. Grade

This variable is the grade level of the class. The grade level of multi-grade classes was obtained by taking the unweighted average of the grades included in a given class. A weighted average would have been obtained by taking into consideration the number of students at each grade level within the class.

4. Test Level Count

This is the number of levels of PRT administered pre- and post (matched in a class). The measure for a given class does not take into account the number of students receiving each test level.

5. Class Size

This is the total number of students who were recorded in the Evaluation System as members of a given class according to certain inclusion rules. A student was considered a member of a class if the data for the student could be matched with a valid teacher and school ID number, regardless of whether or not the student had pre-or posttest data, and if the student was a member of the class for 100 days or more (i.e., End Day minus Start Day = 100 or greater). Thus, "class size," as the term is used here, is not the actual class size from the teacher's point of view, but the collectivity of students meeting certain criteria for purposes of analysis. The reader needs to keep in mind that the term "class size" has a special meaning in this report.

6. % Males

This is the number of males divided by the number of members of a class (as defined in Class Size) times 100. It is the complement of the percentage of females.

7. Class Holding Rate

This is the complement of the class turnover rate. The turnover rate was obtained essentially by dividing the number of students who were not members of a class for the whole school year by the total number of members, and multiplying by 100. That number was then subtracted from 100.

8. Teacher Turnover Proportion

Any class that had a teacher who did not remain with a class for the school year was coded 1; all others were coded 0.

9. Teacher Absence Rate

This is the ratio of the number of days the teacher was absent to the total number of school days counted for the year for the teacher.

10. Proportion Free Lunch

This is the number of students in a class reported by a teacher to be eligible for the free lunch program divided by the aggregate number of students constituting a class as defined in Class Size. This measure was intended to provide an index of the socioeconomic composition of each class. It is important to recognize that the basic datum in this index is the number designated by the teacher for the whole class at a given point in time, not a designation for each individual student.

11. Amount of Reading on Own

This is the average for the class of the teacher's ratings of each student on the following scale:

> "Aside from reading instruction, how often does this student read on his own in school? (library books, comics, etc.)"
>
> 1 = Often
>
> 2 = Sometimes
>
> 3 = Never

12. Average Interest in Reading

This is the average rating for the class made of each student by the teacher on the following scale:

> "How would you assess this child's interest?"
>
> 1 = Very interested
>
> 2 = Moderately interested

3 = Seldom interested

4 = Not interested

5 = Actively dislikes reading

13. Average Need for Extra Help in Reading

This is the average, for the class, of ratings made of each student by the teacher on the following scale:

"Is this child in need of extra help in reading?"

1 = Yes, very much

2 = Yes, somewhat

3 = No

14. % Receiving Help Elsewhere

This is the number of students in a class rated by the teacher as receiving extra reading instruction during the regular school day from one or more sources other than the teacher, divided by the number of students rated; the ratio was multiplied by 100 to make it a percentage.

15. Learning Problems-Reading

This is the number of students in a class rated by the teacher as having been referred for reading difficulties on the following scale:

1 = 1-3 Students

2 = 4-6 Students

3 = 7-9 Students

4 = 10 or more Students

Note that the ratings for the measure are strictly scale values; the measure does not come from ratings of individual students.

16. Learning Barriers-Behavior

This measure is based on the same scale and procedure as Learning Problems-Reading.

17. Learning Barriers-Medical/Physical Health

This measure is based on the same scale and procedure as Learning Problems-Reading.

18. Average Level of First Reading Material

This is a rating made for each student by the teacher of the level of the reading instruction material used most frequently with the student during the month preceding the rating. Level was based on the following scale:

1 = Reading readiness

2 = Pre-primer

3 = Primer

4 = 1^1 (grade one, first semester)

5 = 1^2 (grade one, second semester)

6 = 2^1

7 = 2^2

8 = 3^1

9 = 3^2

10 = 4

11 = 5

12 = 6

13 = 7

14 = 8

15 = 9

19. SD of Level of First Reading Material

This is the standard deviation of the levels of the most frequently used reading instruction materials for the class. It was included in analyses as a measure of the heterogeneity of reading instruction for each class.

20. Presence of Math Specialist

The school indicated whether there was a math specialist available to the class by checking "Yes" or "No."

21. Teaching Situation-Proportion Open Space

The school indicated whether or not the class was open-space or self-contained.

22. Teaching Situation-Proportion Team Teaching

Same code values and procedure as for Teaching Situation-Proportion Open Space. These variables are not mutually exclusive. The teacher could indicate the presence or absence of up to 5 teaching situation variables.

23. Mean Class Absences

This is the average number of days that students in a class were reported to have been absent during the school year for the Evaluation System schools. The average pertains to a maximum of the of the first 162 school days of that year. It was obtained by dividing the total number of days absent of all students in the class by the total number of days all students were members of the class (up to a limit of 162 days).

24. SD of Test Level

The standard deviation of test levels for each class. Levels of the

PRT were numbered (A = 1, B = 2, C = 3 . . .) and treated as if they represented points on a continuum. The standard deviation for each class was investigated as a measure of class diversity of reading levels.

25. Representativeness of Reading Program

Teachers were asked to rate each student's reading program on the following scale:

> "To what extent is the reading program described above indicative of what was used all year for this child for reading instruction? (Exclude changes in reading level.)"
>
> 1 = Don't know-student new to this class
>
> 2 = Very representative or very similar
>
> 3 = Somewhat representative or somewhat similar
>
> 4 = Not at all representative or not at all similar

A measure of representativeness for each class was obtained by dividing the total number of 2's and 3's by the total number of 2's, 3's and 4's and multiplying by 100.

26. Mean Duration of Students in Reading Class (Average Scale Value)

On the Reading Program Form (DCDRE #200) for each student the teacher rated how long the student had been in the class that year on the following scale:

1 = Less than one month

2 = 1 month

3 = 2 months

4 = 3 months

5 = 4 months

6 = 5 months

7 = 6 months

8 = 7 months

9 = 8 months

The measure for each class is the average of all ratings of time in reading class for the class.

27. Class Average Need for Extra Help in Reading

This is the average for the class of the rating for each student on the following scale:

"Is this child in need of extra help in reading?"

1 = Yes, very much

2 = Yes, somewhat

3 = No

28. Presence of Aide

Each school indicated on a form whether or not the class had an aide.

29. Presence of a Reading Specialist

Each school indicated whether or not a reading specialist was available to the class.

30. Teaching Situation-Departmentalized

Same procedure as for variables 21 and 22.

31. Teaching Situation - Multi-Age Class

Same procedure as for variables 21 and 22.

32. Teaching Situation - Multi-Level Class

Same procedure as for variables 21 and 22.

33. Taught by other Teacher

Teachers indicated the number of their homeroom students who were given regular reading instruction by some other teachers.

34. Learning Problems - Math

Same procedure as for variable 15.

35. Learning Barriers - Economic Conditions (clothing, shoes, etc.)

Same procedure as for variables 16 and 17.